

**Language Policy in Education
SPRING 2016**

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Office hours: Tues/Wed 2-5pm, and by appointment

COURSE INFORMATION

This course is cross-listed:

Masters level: BED 5330-007: Special Topics in Bilingual Education: Language Policy in Education [CRN 28306]

Doctoral level: TED 6319-001: Graduate Workshop in Education: Language Policy in Education [CRN 28305]

3 credit hours

Meets Thursdays, 5:30-8:20pm, EDUC 100

COURSE DESCRIPTION

This course focuses on educational language policy (ELP)—or policy about the use and instruction of languages in learning contexts. We begin with an introduction to the field of language policy and planning, in general, and to the conceptualization of ELP as not just official policy texts, but also everyday decisions about language use and language practices themselves. We explore the use of language policy as an instrument of control and as an instrument of empowerment, and throughout the course we pay special attention to educators' roles as arbiters of educational language policy and as actors with agency to effect change. In this cross-listed course, all students engage with a core set of readings, assignments, and concepts. Some differentiated assignments for masters students focus on the practice of language policy in teaching contexts, while supplementary readings and assignments for doctoral students engage more deeply with ELP theory, research methods, and scholarly practice.

LEARNING OUTCOMES

On successful completion of this course you will

1. Understand the history of the field of language policy and planning and conceptualizations of policy and implementation.
2. Understand the role of language ideologies in ELP design and implementation.
3. Have examined educational language policies as instruments of control as well as instruments of empowerment.
4. Analyze educators' roles as policy makers and appropriators in classrooms and schools.
5. Understand the process of ELP creation and options for participation in that process.
6. Have in-depth knowledge of one language policy in context as a result of individual research.

COURSE OVERVIEW

Week	Date	Topics	Assignments Due (in addition to readings)
1	Jan 21	Introduction to the course and to the field of LP	
2	Jan 28	What is language policy and planning?	SRR 1 Discussion date choices
3	Feb 4	Conceptualizing LP: Types, layers, and actors	SRR 2 PSA partner choices
4	Feb 11	Language ideologies and LP	SRR 3 Case study proposal
5	Feb 18	LP as an instrument of power and empowerment	SSR 4
6	Feb 25	NO CLASS (work on PSAs)	
7	Mar 3	NCLB and high-stakes testing as LP	SRR 5
SPRING BREAK			
8	Mar 17	English-only policies	SRR 6
9	Mar 24	Heteroglossia and language policies	SRR 7 DOC: Case study conceptual framework
10	Mar 31	Family language policy, language revitalization, and LP as practice	SSR 8
11	Apr 7	School language policy and LP action research	SRR 9
12	Apr 14	LP creation and sociolinguistic scales	SRR 10 News report on CA SB 1174
13	Apr 21	Appropriation and implementation	SRR 11 PSA presentation
14	Apr 28	“Working within the system”: Responding within restrictive policies	SRR 12 DOC: Syl. Enhancement
15	May 5	LP case study roundtable presentations	Case study final paper and presentation

REQUIRED COURSE MATERIALS

Johnson, D.C. (2013). *Language Policy*. New York: Palgrave Macmillan. (Also appears as LP below).

Menken, K. & García, O. (2010). *Negotiating Language Policies in Schools: Educators as Policymakers*. New York: Routledge. (Also appears as NLPS below).

Additional readings are posted on Blackboard (and marked on the syllabus with BB). Readings will be discussed on the day for which they are listed. That is, please read the day's readings in advance of that class meeting.

Supplementary readings required of doctoral students are marked with **DOC**.

Recommended for doctoral students: Hult, F.M. & Johnson, D.C. (2015). *Research Methods in Language Policy and Planning: A Practical Guide*. New York: Wiley.

COURSE REQUIREMENTS AND GRADING RUBRICS

Class attendance and participation (15%)

Learning is a social activity. The more actively engaged you are in class, the more you learn, and the more we are able to learn from you. You are expected to attend all class sessions. You are expected to be prepared to discuss the assigned readings for each class session. Your participation will be evaluated on the extent to which you display your engagement with course materials. To participate well you don't have to be right, you just have to be involved. You will receive 1 point for each class session in which you arrive on time and demonstrate deep engagement with the material and your colleagues.

Short reading reflections (24%, 12 at 2 points each)

You will write brief written reflection to the readings for each of 12 class sessions, you will share each response with a partner, and you will respond to your partner's reflection. For these short responses, identify and state a theme that runs through all the readings for that session in your own words. Then explain how the readings are related to each other. Do this in **no more than 300 words**. Cite all readings with APA-style in-text citations but do not waste any of your words with direct quotes (1-2 word terms or phrases are ok). Include full bibliographic references at the bottom (these are not included in the word limit). Exchange your SSR with your partner, respond to their, and submit them together.

Discussion facilitation (21%)

You will choose one class session during which you will facilitate a class discussion on that day's topics and readings. You will work in pairs for this assignment. Facilitation dates will be chosen and assigned by the end of Week 2. The objectives of this assignment are (a) to develop your deeper knowledge of a particular reading/topic and, (b) to develop your skill

in getting others to engage with a topic and with each other in discussion. More details will be provided in class.

Public service announcement infographic or video about language-in-education policy (10%)

This project is done in partners and you will create a public service announcement (PSA) in electronic format for a specific target audience (e.g., general public/voters, for parents, for teachers) using the information that we cover in this class, knowledge you bring from other coursework, as well as additional research you may do, as well as any of your own experiences as a bilingual person. Your PSA will take the format of an infographic, short video (maximum of 60 seconds), or radio-ready piece, and you will present it in Week 13 in class.

Case study of a language policy (30% for masters students, 20% for doctoral students)

In this research project, you will describe and analyze a language policy of your choosing. Masters students are encouraged to choose a language policy in their own teaching context or another local context to which they have access. Additional details available in class. Please note that in all your written materials you should maintain the anonymity of people and places in your case study research. This research does not require UTEP IRB approval, but you must nevertheless adhere to all the same principals of research ethics as you would in IRB-approved research.

SUPPLEMENTARY ASSIGNMENTS FOR DOCTORAL STUDENTS

Supplementary readings

Doctoral students must complete all additional readings marked DOC on the syllabus. Your reflections on these readings should be incorporated into reading reflections, into class discussions, and other coursework.

Coloquio attendance (2.5%)

The EL3 Lab Coloquios are related to knowledge and skills covered in this course. I ask that you attend two or more Coloquios and, for each, submit a short assignment with the date of your attendance and a 150-word reflection on the event, including what you gained and what you would have liked to be different or remaining questions you have. If you foresee that attending ANY of the Coloquios will be impossible for you, please talk with me before Week 3 to arrange for an alternative assignment.

Syllabus enhancement (5%)

In this assignment, you will design one small component of a course on language policy. Imagine something that could be added to or substituted for another piece in this course or a course like it. You can choose to design a class session or an assignment or something else a bit more outside the box. Additional details are available in class.

LANGUAGE POLICY FOR THIS COURSE

You are encouraged to use and develop your biliteracy skills in this course. You may submit any written assignment in English or in Spanish. For discussion and other group work, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, any discussion group may use either Spanish or English (or both), or any other language, as long as the members of the group agree.

GRADING SUMMARIES

For masters students

Assignment	Points
Participation	15
Short reading reflections (12 at 2 pts each)	24
PSA	10
Discussion facilitation	21
Case study proposal	10
Case study final paper	20
Total points	100

For doctoral students

Assignment	Points
Participation	15
Short reading reflections (12 at 2 pts each)	24
PSA	10
Discussion facilitation	21
Case study proposal	2.5
Case study conceptual framework	2.5
Case study final paper	15
Attend 2 coloquios	5
Syllabus enhancement	5
Total points	100

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

POLICIES AND PROCEDURES

Submission of written assignments: All written assignments will be submitted via Blackboard as attachments. They are due at 5:30pm. Points will be deducted from late assignments. Please include your last name in the file name.

Academic citations: Please provide proper in-text AND bibliographic citations whenever referencing others' work in ALL your written assignments. Please use APA style for these citations. See the "APA Help" section on BB or the following links:

IN-TEXT: <http://owl.english.purdue.edu/owl/resource/560/02/>

BIBLIOGRAPHIC: <http://owl.english.purdue.edu/owl/resource/560/05/> (This page begins the section on how to format your citations in the reference list. You will need to read this page and those following to review formatting for bibliographic references to journal articles, books, and other sources.)

Electronic devices in class: Please silence all electronic devices and do not use them in class. Please make it clear that your undivided attention is on the people and interaction in class and not on a screen.

Students with disabilities: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at <http://www.utep.edu/dsso/>, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Academic integrity: The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and

available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.